UNIT - 1 ART AND AESTHETICS

1.1 Asethetics - as a branch of Philosophy

→ Aesthetics is a branch of philosophy that examines the nature of art and our experience of it.

→ It emerged during the 18th century in Europe and developed in England as philosophers grouped together such fields as poetry, music ~~scupl~~ sculpture & dance.

→ German philosopher Alexander Baumgarten defined the term ~~aes~~ 'aesthetics' refers to those principles governing the nature and appreciation of beauty, especially in visual Art.

→ According to Hegel aesthetic is 'the philosophy of fine arts'.

→ It deals not only with the nature and value of the arts but also with those responses to natural objects that find expression in the language of the beautiful and the ugly.

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Approaches :-

Three approaches to Aesthetics

1. The study of the aesthetic concepts, or more specifically the analysis of the "language of criticism".

2. A philosophical study of certain states of mind - responses, attitude, emotions - that are held to be involved in aesthetic experience.

3. The philosophical study of the aesthetics object. This approach reflects the view that the problems of aesthetics exist primarily because of the world contains a special class of objects.

1.2 Aesthetics - It's meaning, dimensions and constitution

Meaning of Aesthetics

→ Aesthetics is a theoretical enquiry.

→ It is a branch of philosophy, which deals with "beauty" & 'beautiful'.

→ It is also known as study of beauty and taste.

→ The aesthetic concept which came to be more appreciated in this period was associated with this, namely sublimity, which Edmund Burke theorized about in his "A Philosophical Enquiry into the Origin of our ideas of the Sublime and Beautiful."

→ "Sublime and Beautiful" are only two amongst the many terms which may be used to describe our aesthetic experiences.

→ There are different types of Aesthetics :-

Aesthetic system →
- Indian Aesthetics
- Chess Aesthetics
- Music Aesthetics
- Mathematics beauty
- Japanese Aesthetic

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Dimensions of Aesthetics

→ Aesthetics dimensions designed to understand the diverse nature of meanings and function of creative endeavours through the study and arts and related expression.

→ Aesthetic responses require attending to qualities that are intrinsic to that belong to the object or event being experienced.

Constituents of Aesthetics :-

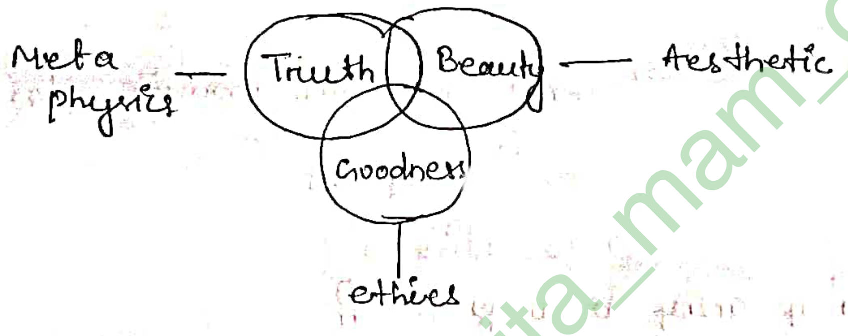
→ Aesthetics is the study of beauty in the art form.

→ Aesthetics shall contain

(1) The truth which denotes the nature

(2) The goodness which denotes to the society.

(3) The beauty which denotes to the art form.



– without these three components, aesthetics as a form loses its competency.

– Also various aspects of ecosystem provide the opportunity for aesthetic enjoyment.

→ The most important human input required to utilise this ecosystem service like parks, paths, mines, power stations etc. Aesthetic appreciation is innate and is generally independent of people's formal knowledge of ecosystems.

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1.3 Art as a form of aesthetics

→ Aesthetics is a branch of philosophy that examines the nature of art and our experience of it.

→ It emerged during the 18th century in Europe and developed in England as philosophers grouped together such field as poetry, sculpture, music and dance.

→ An aesthetic experience could include a mixture of feeling, such as pleasure, rage, grief, suffering, and joy.

→ Immanuel kant interpreted aesthetics as a field giving priority to form over function.

→ 'Aesthetics' is usually used as a term to refer to two things, a field of enquiry and a type of experience. The field of aesthetics covers the philosophy of beauty and the philosophy of art.

→ Some people connect art and aesthetics when they claim that

an art object is that which has been made with the intention that the object of aesthetic experience.

Criticism

→ In the minds of many critics today aesthetics does not belong as a university discipline.

→ Art historians have claimed that there is no such thing as art, there are only artists.

1.4 Indian art and Rasa principle

Indian Art

→ Indian art consists of a variety of art forms. There are variety of art forms like - Plastic arts, visual arts and textile art.

→ The origin of Indian art can be traced to pre-historic Hominid settlements in the 3rd millennium BC.

→ Indian art influenced by culture and Religon like - 1) Indus valley civilization

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2) Hinduism
3) Buddism
4) Jainism
5) Islam etc.

→ Indian art has a strong sense of design and obsereved in moderen and traditional forms.

Early Indian Art :-

(1) Rockart :-

→ The rock art of India includes rock relief carvings, engravings and paintings. It is estimated there are about 1300 rock art sites with over a quarter of a million figures and figurines.

→ The earliest rock carvings in the world was made in India by archaeologist Archibald Carlleyle in 1867 - 68.

→ Dr. V.S. Wakankar discovered several painted rock shelters in central India, situated around the Vindhya mountain range.

→ Of these the Bhimbetka rock shelters have been deemed a UNESCO world Heritage site.

Indus valley Civilization

→ The forms of art found from indus valley civilization sites - sculptures, pottery, ~~seate~~ seals, gold ornaments etc.

→ Animal depicted on seals like - Bear, monkey, cow & dogs etc.

→ The most famous bronze image is dancing girl of Mohenjo-Daro, which shows remarkably advanced modeling of the human figure for this early date.

Mauryan Art :

→ The north Indian Maurya Empire flourished from 322 BCE to 185 BCE.

→ There are more from various early sites of Indian rock-cut architecture found from Mauryan Period.

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→ The most famous survivals are the large animals surmounting several of the Pillars of Ashoka, which show a confident and boldly mature style.

→ The famous detached Lion Capital of Ashoka with four animals was adopted as the official Emblem of India after Indian independence.

Buddhist art

→ Red sandstone Indian Gupta Buddist sculpture.

→ Double sided figures of Buddha and the example of Buddha sculpture in sanchi and Amaravati.

→ Mathura was the most important centre in this development, which applied to Hindu, Jain as well as Buddhist arts.

→ The caves at ajanta, karle, Bhaja and elsewhere contain early sculpture often outnumbered by later works such as iconic figures of the Buddha.

Gupta Art

→ The gupta period is generally regarded as a classic peak of north Indian art for all the major religious groups.

→ The period saw the emergence of the iconic carved stone deity in Hindu art, as well as the Buddha figure and Jain tirthankara figures.

→ Although the Gupta period marked the "golden age" of classical ~~the~~ Hinduism, because of the Temples, Shikaras (towers), & mandapas (Halls of this period.

British period 1841 – 1947

→ British colonial rule had a great impact on Indian art. Old patrons of art became less wealthy and influential, and western art more ubiquitous as the British empire established schools of art in major cities like the Bombay Art society in 1888.

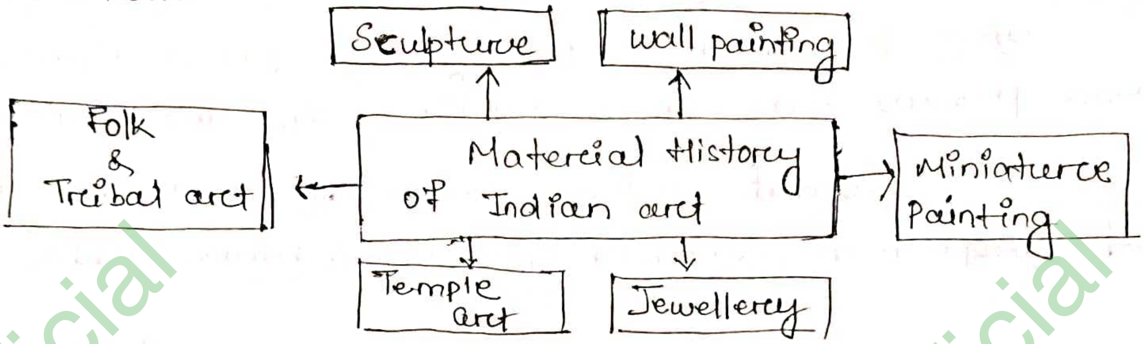
→ The fusion of Indian traditions with European style at this time is evident from Raja Ravi Varma's oil paintings.

Contemporary art

→ In 1947, India became independent of British rule. A group of six artists - K.H Ara, S.K. Bakre, H.A Gade, M.F. Husain, S.H. Raza and Francis Newton Souza - founded the Bombay Progressive Artists' Group in the year 1952, to establish new ways of expressing India in the post-colonial era.

→ Though the group was dissolved in 1956 it was profoundly influential in changing the idiom of Indian Art.

→ The increase in discourse about Indian art, in english as well as vernacular Indian languages, changed the way art was perceived in the art schools.



Rasa Principle

→ Rasa principle denotes to mental state.

→ Rasa is fundamental to many forms of Indian art - dance, music, cinema theatre and literature etc

→ Mental states referred to as 'Sthayi Bhavas' exprienced by human beings. These are -

1. Deligh (Riti)
2. laughter (Hasya)
3. Sorrow (shoka)
4. Anger (krodha)
5. Heroism (Utsaha)
6. Fear (Bhaya)
7. Disgust (Jugupsa)
8. wonder (vismaya)

→ The realization of Rasa is said to result from the union of 3 interrelated elements :-

1) Vibhava
2) Anubhava
3) Sthayibhava

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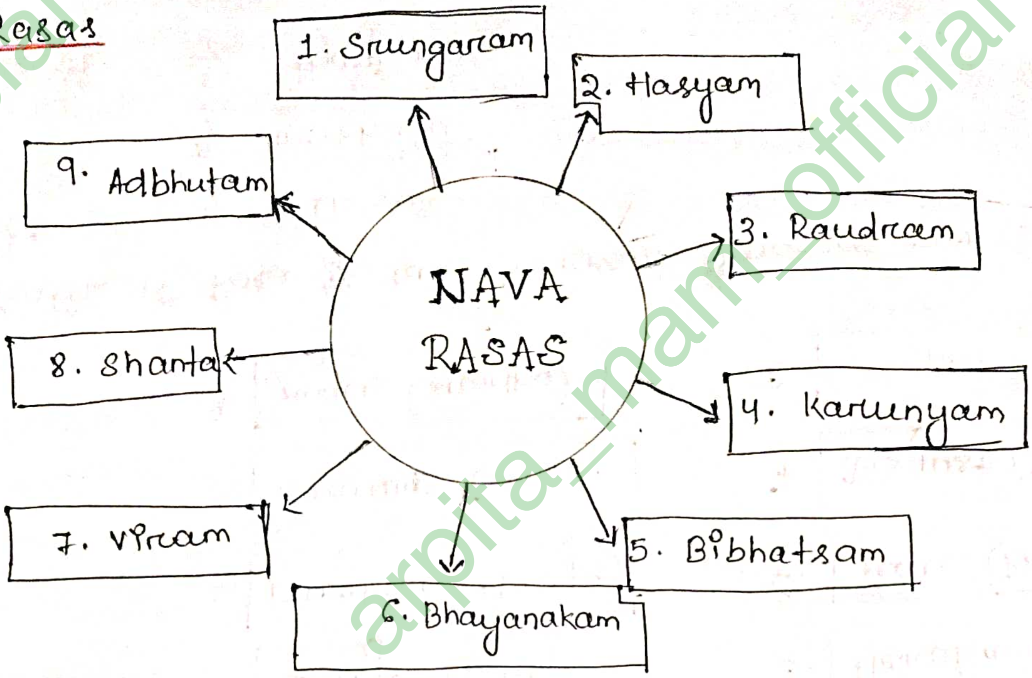
Nava Rasas



1.5 Importance of arts in education

→ A strong arts education promotes the skills children need to be successful.

→ Everything that we know about human beings generally and children

in particular points to the importance of art in education.
— John Blackie

→ There are 10 ways that the arts help kids learn & grow:

1. Creativity
2. Improved Academic performance
3. Motor skills
4. Confidence
5. Visual learning
6. Decision Making
7. Perseverance
8. Focus
9. Collaboration
10. Accountability

→ Here some points are listed below which show that importance of art like –

1) Art helps a person to express his feelings with full freedom.
2) Art helps in the psychological development of a person
3) Art helps in moral development.
4) Art helps in social, economical & intellectual development.
5) It gives pleasure to men.

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UNIT - 2. ART AND EDUCATION

2.1 Art as a medium of education

Arts in education is an expanding field of educational research and practice informed by investigations into learning through arts experiences.

→ Arts education has always been a priority area in the education policy of the govt. of India.

→ Some committees are made for highlights the importance and relevance of arts education are -

* Education commission (1952-53)
* The kothari commission (1964-66)
* The national policy of Education (1986)

The British council in partnership with NCERT, has launched a joints arts education programme.

→ The arts can include performing art. education (dance, drama, music)
- Literature & poetry
- story telling
- visual art education in Film, digital arts, media etc.
- Photography
- Craft

Arts education only teaching art but also focused on -
① How to improve learning through the arts.
② How to transfer learning in and through the arts to other disciplines
③ Discovering & creating understanding of human behaviour, thinking, potential etc.

A. Elementary and Middle Schools

→ Children are natural Artists.
→ As children grow
they connect the visual & tactile
they play with seeds, sand, mud finger painting, ~~playing~~

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→ When they go to Formal schooling learn how to draw shapes, Flowers & Fruits etc. with the help of art teacher.

→ Slowly they connect themselves with this environment.

B. Secondary Schools

Results from the case studies of secondary schools indicated positive effects of arts in education in technical knowledge & skills in the specific art Form of study, sense of enjoyment, stress relief.

→ Other effects were increased knowledge of social & cultural issues, thinking skills, self-confidence etc.

C. Technology

→ Advancement of computer technology allow students to a variety of Features - Animation, more shapes, tools colours.

→ Technology helps in broaden students creativity.

→ Raise student in interest.

→ Teach new skills & many more.

2.2 Art as a unifying principle in education

Art programme within education have its importance in not only expanding the mind but keeping kids off the streets and out of the correctional system.

→ Art education helps the kids to think creatively, inventively, expanding a kid's way of thinking in general.

→ keeping art programme in schools is an important way to keep our kids safe and smart.

→ So art as a unifying principle in education.

A. Principles Derived From the Nature of child :-

- Respect
- Stages of growth
- Taste
- Moral greatness
- Discipline.

B. Principles Related to the teacher & the Art of Teaching :-

- Cultivation
- Alignment
- Assessment
- Instruction
- Authority

C. Principles ~~Reat~~ Related to the community :-

- Vocation & commission
- Reverence
- Social Hierachy

2.3 Art and Society

Culture refers to the totality of the various kinds of human activity including economy, education, science and art, among which the most central is art. In otherwords art is essence of culture.

→ Now a days art shows a tendency towards decadence on a global scale.

→ Decadent art generates decadent culture.

→ In order to create a new culture in the world, the ~~resot~~ restoration of art must be undertaken.

→ On April 7, 1918 nearly 60 artists gathered in Gandharva Mahavidyalay Mumbai to promote Indian artists and Indian art.

→ Every year the society organizes Annual All India Art exhibition where selected works of artists from all over India are exhibited.

The role of art in society

→ ~~The~~ Art can function to refresh people and remind people of better things or transcendent realities.

→ Art can be used to reinforce values and even bring people together

→ Art has many different functions in the society which can be used to challenge people.

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→ Art is meant to make the world more beautiful & glorious.

→ The highest role of art is a means to discover and manifest our greatest potential as individuals & as a society.

2.4 Art and Human development :-

Human development

It describes a complex web of factors affecting the health & well-being of individuals across the lifespan.

→ Both behavioral & cognitive development.

→ Both factors helps for qualitative & quantitative development of human being

Art and human development :-

The arts are ideally suited to promote integrated approach such as cognitive, social, behavioural across the lifespan.

→ Neuroscience research showing strong connections between arts learning and improved cognitive development.

→ Art's contributions to school-reading in early childhood.

- Playschool
- kindergarden

→ Longitudinal data analyses demonstrating positive academic and social outcomes for at risk - teenagers who recieve arts education.

→ Several studies reporting improvements in cognitive functions and self reported quality of life who engage in arts as compared to who donot

Developmental Benefits of Art :-

1. Motor skill

It develops the ability to manage the process of movement involved in making art. such as holding paintbrush, scribbling with a crayon.

2. Language development

Making art or just talking about it provides opportunities to learn

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words for colours, shapes & actions.

→ Helps in discussing their own creation and feelings they see at different styles of art work.

3. Visual learning

Drawing, sculpting with clay & threading beads on a string all develop visual skills.

4. Inventiveness

Develops the sence of innovativeness. Art also developes the cultural awareness & improved academic performance of children.

2.5 Art for self - expression, keen observation and sense of appreciation.

Self expression is the taking of internal impulse - personal vision through self awareness putting it into external form.

→ Self expression & creativity are universal functions of human experiences

→ We are all creative & we all have need to express ourselves.

→ Self expression is crucial for development of pupil's identity & personhood & art as a subject lend itself very well to promoting that.

→ When pupils can freely express themselves, then they can begin to explore their interests & strengths

Dos and Don'ts of encouraging self expression :→

Dos :→

→ With hold judgement & allow for mistake

→ See - Think - wonder strategy

→ Ask thought provoking questions

Don'ts :→

→ Surveillance

→ Emphasis on evaluation

→ Competition

→ Pressure

Teacher can create a nurturing classroom where pupil feel safe expressing themeselves.

The teacher should encourage choice in the classroom.

Art for keen - observation & sence of Appreciation :-

Keen observation, which reflects of art & science at the art center.

→ The idea behind keen observation is the close examination and investigation of a subject, natural object or phenomenon or process

→ Observation made sence of appreciation of art in the following manner.

* Recognition of the quality, value, significance or magnitude of people & things.
* A judgement or opinion, especially a favorable one.
* A rise in value or price, especially over time.
* An expression of gratitude.
* Assessment of true worth or value of persons or things.

Sence of appreciation

10 powerful truths about appreciation :-

1. Everyone wants appreciation (and needs it)
2. Your act needn't be big or elaborate
3. It should be personal
4. Use your creativity
5. Surprises are good
6. sincerity
7. proper plan
8. Give from your Heart
9. Make it memorable
10. You will get more than you give.

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UNIT-3 PLACE OF VISUAL ART AND PERFORMING ARTS IN TEACHING

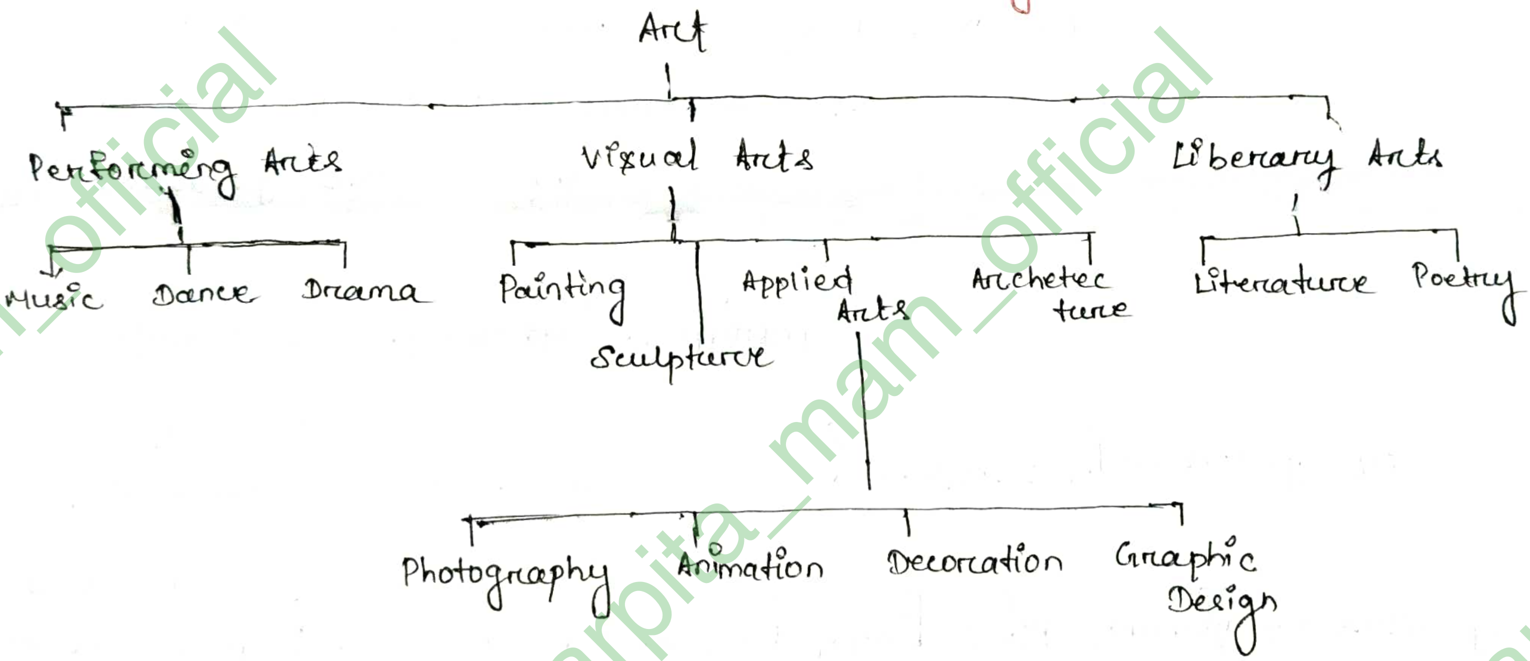
Visual and performing arts are part of the liberal arts. Including areas like theater, music, studio art and graphic design, this field is for those who wish to make a career out of their creativity.

→ Visual arts education is the area of learning that is based upon only the kind of art than one can see such as drawing,

→ Performing arts are often a core curriculum area in education and seek to expose students to ways to "express idea & emotions that they can't express in language alone".

ex- dance, music, theatre etc.

3.1 Different forms of visual and performing arts.



Different forms of visual Arts

→ The visual arts are art forms such as drawing, painting, sculpture, print making, design, crafts, photography, video, architecture etc.

→ These are also applied arts such as industrial design, graphic design, fashion design, decorative art.

A. **Drawing** :-

→ Drawing means making an image, using any of a wide variety of tools and techniques.

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→ Drawing is creating a picture with a variety of tools, in most cases pencils, crayons, pens or markers, graphite pencils etc.

B. Painting

→ Painting is often called the most important form of visual art. It is about putting colour on a canvas or a wall.

→ Painters express their ideas through a mixture of colours and different brush strokes. Painting is one of the oldest forms of visual art.

C. Photography

→ Photography is making pictures by letting light through the lenses of a camera onto a film.

→ Photography is the process of making pictures by means of the action of light.

→ Today most photography is digital

D. Performing arts

→ The art forms in which artists use their voices or the body movements or convey artistic expression is known as performing arts.

→ Forms of performing arts are :-

- Ballet
- circus skills
- Dance
- Magic
- opera
- drama
- Traditional theatre
- speech etc.

3.2 Teaching an Art

A teacher is a master artist. The manner and skill with which artists employ their tools & materials to achieve an expressive effect is very similar to teacher's art.

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→ Teaching itself is an art form in that teaching is a truely creative process.

→ It eclipses instruction or explanation and inspires and enlightens a new generation.

→ This inspiration goes far in developing young people who do dream & achieve.

→ Teaching as a two way exchange process where

- The students learn from teacher.
- Teacher also learn from students.

→ Teaching is not simply current techniques but the challenging of a generation to achieve more than simply test scores but the creation of a better country and world."

→ "Science teaching is definitely both an art and a science. It's an art form that continually gets crafted and refined, and it is unique to each individual teacher.

→ According to Eric Haselip, teaching is also a science in that there are best practices that we have to recognize and do our best to implement.

3.5 Drama as form of teaching

The drama teaching method refers to a collection of teaching tools that includes traditional drama techniques, such as improvisation, storytelling, role playing & games.

→ A lot of emphasis is placed on engaging students through interactive activities.

→ Dramatic teaching is integrated into many different types of curriculum.

→ Drama is a natural, innate form of learning for children.

→ As young as toddlers, children play house and pretend to be doctors, teachers or some other career which fascinates them. These children are using drama to practice for or imitate life.

→ So, the educators use dramatic education for making their teaching successful.

Use of drama in teaching

→ Drama is decided to frame a way of life.

→ It is embedded in each & every person's lives from birth to death.

→ We naturally use drama to learn, explore and solve problems in new & difficult situations.

→ Teacher use drama to teach students for helping them become life-long learners.

→ Drama is a great way to develop these skills.

Drama teaching techniques

There are many methods for teaching drama. Each strategy involves varying levels of students participation.

- → Drama games
- → Choral speaking
- → Tableaux
- → Improvisation
- → Role playing

Applications of drama in teaching and learning

1. Drama is a part of real life and prepares students to deal with life's problems.
2. Engages students in creative problem-solving & decision making.
3. Develops verbal & non verbal communication.
4. Enhance student's psychological well-being.
5. Builds co-operation & develop other social skills.
6. Increases ~~conn~~ concentration
7. Drama is entertaining
8. Drama contributes to aesthetic development.

3.4 Identification of local art forms and their integration to teaching-learning

→ Arts integration is an approach to teaching that integrates the fine and performing arts as primary pathways to learning.

→ The goal of arts integration is to increase knowledge of a general subject area while concurrently fostering a greater understanding & appreciation of fine & performing arts.

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→ Arts integration seems to be the best form of differentiation out there because it taps into so many different interests & abilities and forms of learning

→ Some local arts play key role to develop educational & traditional values

1. String puppets :→

→ India has a rich & ancient tradition of string puppets or marionettes.

→ This form of pupperty has flourished in region Rajasthan, Odisha, Karnataka, Tamilnadu

2. Kundhei, Odisha :→ The string puppets of Odisha are known as kundhei.

3. Ravanachhaya, Odisha

4. Rod puppets – West bengal, Odisha

5. Putul Nautch – West bengal.

6. Yampuri – Bihar

7. Glove puppets – Uttar pradesh, Odisha, West bengal & Kerala

8. Pavakoothu – Kerala

9. Patachitra – Odisha

10. kalighat paintings – West bengal

→ Art originating among the people of the region reflecting their traditional culture.

→ It reflects traditional art forms of diverse community groups – ethnic, tribal, religious, occupational and even geographical.

→ Art have its own aesthetics and are not governed by the principles of proportions & rhythms.

→ In visual art include utilitarian and decorative media which use cloth, paper, clay, wood, metal & more.

→ Folk objects are handmade items that people create & share with in their folk groups.

→ The creation of a folk object involves skills, ideas, beauty, colour & texture appreciation.

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→ This will introduce multiculturalism & appreciate traditional art in a positive way.

3.5 Evaluation strategies: Assessing the different forms of Art :-

→ The primary purpose of assessment is to determine students' achievement of arts expectations.

→ Evaluation determines the effectiveness of the program & teaching methods to enable all students to achieve to the best of their abilities.

→ There are different kinds of assessments such as

→ Diagnostic assessments
→ Formative assessements
→ Summative assessments

→ Evaluation is a continuous and essential part of teaching & learning in arts.

Assessment Techniques :→

1. Portfolies
2. Sketchbooks / visual journals
3. Students Demonstration
4. Integrated performances
5. Tests
6. writings
7. Group discussion
8. Critiques
9. self - assessment
10. Conferences / Interviews
11. Exhibition & Displays

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UNIT-4 CONTRIBUTIONS MADE BY CONTEMPORARY THINKERS ON ART AND EDUCATION

4.1 Rabindranath Tagore (1861 - 1941)

Born : 7 may 1861 calcutta (Kolkata), ~~now kolkata~~ Bengal Presidency, British India.

Died : 7 August 1941 (aged 80), kolkata.

Occupation : writer, painter

Language : Bengali, English

Nationality : Indian

Ethnicity : Bengali

Notable work : Gitanjali, Gora, Ghare-Baire, Jana Gana Mana, Rabindra sangeet, Amar shonar Bangla etc.

Award : Nobel prize in Literature 1913 Gitanjali

Spouse/wife : Mrinalini Devi 1883 - 1902)

Children : Five, two of who, died in childhood.

Parents : Debendranath Tgore, Sarada Devi

Quotes

→ "I slept & dream hat life was joy. I awoke and saw that life was service. I acted & be'old, service was joy."

→ "Faith is the bird t'at feels the light when the dawn is still dark."

→ "Clouds come Floating into my life, no longer to carry rain or storm but to add colour to my sunset sky".

Rabindranath Tagore was a Bengali poet of India. His name is written as Rabindranath Thakur in Indian languages.

→ He was also a philosopher & an artist.

→ He ~~was~~ wrote many stories, novels, poems, dramas as well as composing music & many songs.

→ In 1913, he won the Nobel prize in Literature, the first Asian to win this prize.

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→ He was popularly known as Gurudev.

→ Tagore was born in kolkata in a Bengali Brahmin family.

→ He ~~worote~~ wrote his first poem when he was eight years old.

→ He wrote his first short story and dramas when he was only 16 years of age.

→ Major work of Tagore's are Gitanjali, Gora, Ghare-Baire. Gitanjali was a world famous poetry book of Tagore.

Music and Artwork :-

Tagore was an excellect musician and painter. He wrote around 2,230 songs. People call these songs as Rabindra sangeet. Translated in English as 'Tagore song'. These songs are based on the culture of Bengali people.

Paintings :-

At the age of 60 Tagore started paintings. He was likely red-green colour Blind.

Theater :-

His first drama at the age of 20 is valmiki pratibha. His another play is 'Dak-Ghar'.

Stories :-

Three volume Galpaguchha consists of eight-four stories that reflect upon the author's surrounding.

Anthem :-

Jana Gana Mana, The national anthem of India. Amar Shonar Bangla - The national anthem of Bangladesh.

Srilanka Matha - The national anthem of srilanka.

Educational views :-

He started visva Bharati University at santiniketan. The university gave personal guidance to all studies. His education is based on naturalism. He also had a dream for future India. He wanted freedom from British rule.

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4.2 Ananda Kentish Coomaraswamy

Born : 22 August 1877, Colombo British Ceylon
Died : 9 September 1947 (aged 70) Needham, Massachusetts, U.S.
Nationality : Sri Lankan American.
Known for : Metaphysician, philosopher, historian.
Religion : Hindu.

* Ananda Kentish Coomaraswamy was a Ceylonese Tamil philosopher & metaphysician.

→ He was born in Colombo, Ceylon now Srilanka. His wife Elizabeth Beeby and father was a Srilankan Tamil Brahmin. He died when Ananda was two years old.

Works By Coomaraswamy

Traditional Art :-

1) The traditional view of Art
2) Introduction 'o Indian Art
3) Teaching of drawing inceylon.
4) The Indian craftman
5) Rajput painting
6) Early Indian Architecture
7) Christian & oriental philosophy of Art.
8) The door in the sky

4.3 Herbert Read (1893-1968)

Born : Dec 4, 1893 Muscoates, UK.
Died : June 12, 1968 UK
Spouce : Evelyn Read
Children : John Read

Quotes

1) "The slave may be happy, but happiness is not enough."

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→ "Progress is measured by the degree of differentiation within a society"

Sir Herbert Edward Read was an English poet & literary critic. He was co-founder of Institute of contemporary arts. He was one of the earliest English writers to take notice existentialism.

Works :-

→ Theory of modern painting & sculpture (1933)
→ Art & Industry (1934)
→ Art & society (1937)
→ Anarchy & order (1945)
→ Education through art
→ Institute of contemporary arts (1947)

Early life :-

→ The son of a farmer, Read was born at Muscoates near Nunnington, about four miles south of Kirkbymoorside in the North Riding of Yorkshire.

→ His studies at the University of Leeds were interrupted by the outbreak of the first world war, during which he served with the Green Howards in France.

→ He founded the journal Arts and Letters with Frank Rutter, one of the first literary periodicals to publish work by T.S. Eliot.

4.4 Elliot Eisner (1933 - 2014)

Born :- March 10. 1933 Chicago, Illinois, United states
Died :- January 10 2014 Stanford, California United states.
Education :- University of Chicago (1962)
Award :- Guggenheim Fellowship for social sciences, US & Canada.

Elliot Eisner was a professor of art and education at the Stanford graduate school of Education.

→ He was active in several fields including arts education, curriculum reform, qualitative research.

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Dr. Eisner believes that the serious study and practice of an artistic discipline is the most effective way for children to learn the following:

1. How to perceive and explore relationships. Human relationships, cause and effect.

2. How to think and express within the constraints of a medium. Or a set of rule.

3. How to pay attention to subtleties and be sensitive to slight differences that can make very big differences to others.

4. How to shape of the built environment.

5. Exploring opportunity is the essence of creativity.

6. Surprise is the reward of imagination at work.

UNIT-5 Art And Craft in Education.

5.1 Art in craft

Art :-

The expression or application of human creative skills & imagination (Beauty or emotional power).

ex - painting, sculpture etc.

Craft :-

An activity involving skill in making things by hand (creative work).

Craft are made up of using paper, metal, wood & glass.

Benifits of Art and crafts :-

There are 5 benefits of arts and crafts

1. Bilateral co-ordination
2. Fine motor co-ordination
3. Self regulation
4. Self-esteem booster

5 . Bonding and Fun

Art in Craft :-

The arts in crafts movement was an international movement in the decorative & fine arts that flourished in Europe and north America between 1880 - 1910.

→ It stood for traditional craftsmanship using simple forms, and often used medieval romantic or folk style of decoration.

→ The term was first used by T. J. cabden - sanderson at a meeting of arts and crafts exhibition society in 1887.

→ The Arts in crafts style emerged from the attempt to reform design & decoration in mid 19th century.

5. 2 Craft in Art :-

→ Craft in art is a type of art that typically refers to the assembly of handmade goods.

→ The items are made by craft not only beautiful but also useful as well.

→ crafts are made from raw natural materials.

→ By craft in art we can see, feel, hand and understand the ideas.

→ A craft is a past time or a profession that requires particular skills and knowledge of skilled work.

→ Craftsman are now-a-days known as artisan or craftperson.

e.g!- Mud art
wood art
glass art
stone art etc.

Difference between art & craft

Art	craft
→ A unique way of expressing someone' emotions & desires in visual manner.	→ Creative way of making creative things by hand.

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→ Cannot be reproduced or duplicated.	→ can be reproduced by another person having some talent.
→ Depends on the innate talent of a person.	→ Talent & skill need to be groomed for particular style.
→ Expression of emotions is the core.	→ Core is the creative output of something made by hand.
→ Has more of an emotional value	→ Has an attractive & creative value.

5.3 Traditional crafts and their relevance to education :→

→ A tradition is a belief or behaviour passed down with in a group or society.

→ Tradition means to transmit or 'to hand over'.

→ Traditional craft promotes the understanding and sharing of culture.

→ It promotes social skills that enhance the awareness & respect of others.

→ Learning of art in education is very important in creative thinking, self-concept, problem-solving, self-expression, risk-taking & co-operation.

– Traditional education has four characteristics →

* It is completely effective
* Every child who survives are allowed to graduate.
* The cost of education is not prohibitive.
* children are not totally withdrawn from the workforce

Some crafts Traditions in India are :–

→ Clay
→ Stone work
→ Metal crafts
→ Jewelry
→ Natural fibre weaving
→ Textile crafts
→ paper crafts
→ Theater crafts

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With the learning of crafts traditions many skills could be developed among the students.

Objectives

→ To enable students to understand the relationship between economics, culture & aesthetics.

→ To enable students to explore the linkage between economics, culture & aesthetics.

→ To develop a respect for the diversity of Indian craft traditions.

→ To introduce Indian culture through the crafts.

→ To provide students a creative aesthetics.

5.4 Local crafts and their place in SUPW

Socially useful productive work (SUPW) is a subject in Indian schools where students choose from a number of vocational education activities such as embroidery, knitting, gardening, cooking, painting etc.

→ SUPW curriculum also include pottery, clay modeling, Rangoli, wall decoration, Bamboo work, paper toys.

→ SUPW is to be developed in the light of the Gandhian philosophy.

→ Students learn to work as a team and to work with skill.

Aim of SUPW :-

→ To provide children with opportunities of participating in social & economical activities inside & outside the classroom.

→ Enable them to understand scientific principles & processes involved in different types of work.

Objective :-

(i) Prepare pupils to practice and perform manual work individually & collectively.

(ii) Develop a desire to be useful members of society & contribute their best to the common good.

(iii) Inculcate positive attitudes of team work, self-reliance,

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dignity of labour, tolerance, helpfulness.

→ The programme will include production of goods & services related to six need areas -

(i) Health & hygiene
(ii) Food
(iii) Shelter
(iv) clothing
(v) culture & recreation
(vi) community work & social service.

5.5 Indian Festivals and it's Artistic significance.

→ Festivals celebration is the culture we got from our past generation.

→ A festival is an event ordinarily celebrated by a community centring on some characteristic aspect of that community & its religion or tradition.

→ According to the history these festivals are celebrated when they achieve something (symbol of victory) or on the occasions where they are benefited (crop gain, happy with some gatherings etc)

→ Festivals often serve to fulfill specific communal purpose.

→ India is a country rich in culture.

→ The idea behind festivals is to make our life into a celebration.

Advantages of festivals :-

→ Increase the relations among the people.

→ Create an opportunity to the people of the community to share their feeling & exchange their ideas & thoughts.

→ Family gather together & have some fun with relatives which a great mental relaxation.

→ Build social relations & social communications which leads to unity among the people.

→ It also help us in preserving our culture & heritage.

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Types of Festivals :-

1. Religious festivals
2. Arts festivals
3. Food & drink festivals
4. seasonal & harvest festivals.

1. Religious festivals :→ Among many religions, festivals are celebrated in honour of God and gods.

2. Arts festivals :→ An arts festival is a festival that can encompass a wide range of art forms including music, dance, film, fine art, literature, poetry etc.

3. Food and drink festivals :→ A food festival is an event celebrating food or drink.
   e.g. * National peanut festival in united states.
   * Japanese rice wine sake associated with harvest time.

4. seasonal and harvest festivals :→ These are determined by the solar and lunar calenders and by the cycle of the seasons.

like :- Baisakhi, Pongal, Lohri, Ugadi, Nuakhai, Bihu, Diwali, Mahashivaratri, Ganesh chaturthi

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